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EXTRINSIC MOTIVATION OF ENGLISH TEACHER AT SMAN 4 KOTA SOLOK

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Abstract

This research aimed to analyze teachers' extrinsic motivation in teaching and learning process. This research was descriptive research. In this research, this research used participant as the sample, the participant of this research was all of English teachers in SMA Negeri 4 Kota Solok. This research, the used three instruments to find the data, they are questionnaire, interview, and field-note. There are some results of this research; it can be concluded that teacher's extrinsic motivation: first, the participants' response, they were allowed to work independently, their school environment was conducive and it make them be comfortable. Second, the participants enjoy with their work, they were satisfied with their job, and they have good relationship with their manager and their students. Third, the participants were satisfied with their fringe benefits, they were satisfied with current salary, they had a job in which they could perform to the best their ability, and they would like to receive more feedback about their teaching from their manager and supervisor. Fourth, the participants would like rules and procedures at work to be clearer, the course material that they use offers variety in terms of activities and task, and they would like more involvement in the process of setting their students' learning goal.

Keyword: teaching and learning process, motivation, extrinsic motivation

INTRODUCTION

Teaching and learning process can be defined as one of the process to create the interaction between teacher and students. (Aggarwal, 2001) describes that teaching and learning process is a means through which the teacher, the learner, the curriculum and other variables are organized in a system manner to attain pre-determined goals and adjective. It means that, teaching and learning process is the system that happens in the classroom based on roles in curriculum that is prepared by the government to school. It can be said that the teacher has a contribution to make the process of learning be more effective. The teacher should be able to motivate herself, than the students will motivate in teaching and learning process. So, if the process of learning effective the purpose of teaching and learning process will be easy to achieve.

Moreover, motivation is some of factors to do something in teaching and learning. According to (Harmer, 2001) motivation is defined as some kind of internal drive which pushes someone to do things in



order to achieve something. It means that motivation is some factors to do something in teaching and learning. Furthermore, motivation is thought to be responsible for why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it. It means that motivation is how the people can be sure that they be able to do something. If the teachers believe on her or his self then, her or his will be able to motivate the students (Dornyei, 2001). (Mendeley). In addition, Bruinsma & Jansen in (Waheed et al., 2005) motivation has been considered an important factor for attracting good candidates to join, and remain in, the teaching profession. In turn, the background characteristics of trainees for the teaching profession are regarded as a helpful tool for predicting motivation to teach, Watt & Richardson in (Waheed et al., 2005).

Furthermore, there are two kinds of motivations, those are: motivation come from teachers and that motivation come from students. Teachers' motivation is the important to develop and improve the achievement of the students and positively would affect the process learning. If the teachers believed on themselves of course they will be able to motivate their students. By having motivation the teachers could move and made something new in leaning activity. It is because teachers' motivation could impact for the result of learning activity in the classroom. When the teachers used their motivation effective it was have positive effect in teaching and learning process. In the other hand, when the teachers had low motivation, it would have negative effect. Exactly, teachers' motivation is very important in teaching and learning process to made the effective learning

Motivation come from teacher is called extrinsic motivation. (Ng & Ng, 2015) says that extrinsic motivation comes from outside the individual. Learners are extrinsically motivated when learning is done for the sake of rewards such as grades or praise that are not inherently associated with the learning itself, that is, when learning or performing well becomes necessary to earning those rewards. A number of researchers and theorists have contended that intrinsic motivation correlates more closely with language learning success than extrinsic motivation, but a learner's total motivation is most frequently a combination of extrinsic and intrinsic motivation. External rewards can either increase or decrease intrinsic motivation, depending on how they affect self-efficacy.

Extrinsic motivation does not build once. There are several factors in extrinsic motivation for teachers in teaching and learning process. According to (Gultekin & Acar, 2014), factors of extrinsic motivation in teacher motivation are included school environment, stress vs. tolerance at workplace, financial incentives: good salary, regular pay, and allowances or payments, and the role of professional ethics. (Kumar & Hossain, 2019) state that the teacher thinks that extrinsic factors have a greater effect than the intrinsic factors in their job, and they also think job advancement, job security, bonus and other financial facilities, and promotion facilities are the most important factors for their motivation. Moreover, (Pragya Tiwari, 2020) says work motivation is the most important in any organization settings, so organization chooses for different kind of motivation strategies to make their employees performance higher for better outcomes. Intrinsic and extrinsic motivation has a huge impact on organization performance.

Based on explanation above, this research is about teachers' extrinsic motivation, it could be assumed that the teachers' extrinsic motivation can make teaching and learning process is more effectively. Since, teachers' motivation had great responsibility. So, they should give extra effort, the teachers should be motivated more than other teachers in order to improve foreign language achievement.



In teaching and learning process, teachers have extrinsic motivation. Then there are several factors in extrinsic motivation for teacher. They are school environment, stress vs. tolerance at workplace, financial incentives, and the role of professional ethnics. In this research, the researcher wants to find out how the teachers extrinsic motivation in teaching and learning process.

There some previous studies that have conducted by other researchers, the first, and the study that had been conducted by (Demir, 2011) with entitle **“Teachers’ Intrinsic and Extrinsic Motivation as Predictors of Student Engagement”**. This study was to examine teachers’ work motivation that actively affects students’ engagement based on Self-Determination Theory. The result is the adequateness of the Self-Determination Theory for predicting and understanding of teachers’ work motivation that actively affects student engagement.

One of the experts who contribute in researching about Teachers’ motivation is (Dweik & Awajan, 2013). They research is about **“Factors That Enhance English Language Teachers’ Motivation in Jordanian Secondary Schools”**. They research aimed at investigating the motivational level of language teachers in Jordan, and the research showed that the teachers of English language are motivated because their jobs, and teaching will help them in their future and teaching also gives them security for their families and it is prestigious to be an English language teacher. According to Next, (Reeve & Su, 2014), in their research about **“Teacher Motivation”** explains that teacher motivation involves both the desire to teach and one’s interpersonal style toward students while doing so. A teacher’s own personal motivation resolves around the extent of psychological need satisfaction experienced during the act of teaching, and it manifests itself in terms of teacher enthusiasm and job satisfaction. A teacher’s motivating style toward students revolves around what teacher say and do during instruction to motivate students to engage in learning activities, and it manifest itself in terms of autonomy-supportive versus controlling teaching. In addition, (Gultekin & Acar, 2014) also did a research about Teachers motivation **“The Intrinsic and Extrinsic Factors for Teacher Motivation”**. Their research was to investigate the different types of motivational factors, both intrinsic and extrinsic, that influence teacher performance and contribute to teacher motivation. The result is teacher motivation increases classroomm performance and improves schooling and the overall quality of the school system. Next,

RESEARCH METHOD

This research used a qualitative approach. In addition, the method used in this research was descriptive research. As explained by (Lorraine R. Gay, Geoffrey E. Mills, 2011), descriptive research was used to investigate the variety of educational problem and issues. So, descriptive is a research identifies or to analyze the problem that happen in learning and process. Linear to this research aimed to analyze teachers’ extrinsic motivation in teaching and learning process.

In this research, this research used participant as the sample. the focus of participant selection is to identify participant who could provide information about the particular topic and setting being studied. And the participant of this research was all of English teachers in SMA Negeri 4 Kota Solok.

Instrument is a tool that was used by researcher to collect data or to get desire information from participant. According to (Lorraine R. Gay, Geoffrey E. Mills, 2011) instrument is a tool something that is used to collect data. In descriptive research there are some instruments to collecting the data. (Lorraine R. Gay, Geoffrey E. Mills, 2011) also say that descriptive data are usually collected through observation,



interviews, personal and official documents, photographs, recordings, drawings, e-mails, and informal conversation. Therefore, in this research, the researcher uses three instruments to find the data. They are (1) Questionnaire, this research used the questionnaire as the main instrument. The participants were given the questionnaire sheet to the participant before do the interview. This research used the questionnaire because the researchers wanted to get information from the participants, which depend on teachers' extrinsic motivation in teaching and learning process. (2) Interview, this research did interview by conducting semi-structured interview, record the interview and transcribe it. The interview would do by Indonesian language. The interview was start by asking the identity of the participants. The participants were asked about teachers' extrinsic motivation the participants. The researcher recorded the interview by voice recorder and takes a note of the interview.

In collecting the data in the field, this research used all of the instruments and do some steps. First, the researcher prepares questionnaire. Second, this research distributed the questionnaire for the teachers. Last, the researcher collected and analyzed the questionnaire after get the data from the participants. The result helped this research to know how the teachers' extrinsic motivation in teaching and learning process at SMA Negeri 4 Kota Solok. Second, this research did interview for the English teachers. This research also asked the teachers face to face. While asked the questions, this research recorded and took a note toward about the result to get the data. This research used Indonesian Language to avoid misunderstanding between the researcher and the participants (English Teachers in SMA Negeri 4 Kota Solok). Last, the researcher analyzed the data by apply techniques of the data.

After collecting the data, this research would analyze the data. According to (Lorraine R. Gay, Geoffrey E. Mills, 2011), there are four steps of analyzing the data. They were reading/memoing, describing, classifying, and interpreting. (1) Reading/ memoing, the beginning step in analysis the data is reading/ memoing. Here, this research read the data from questionnaire and hear and saw the data from interview. It was done to make the researcher familiar enough with the data get. (2) Describing, after read the data, this research would continue process of analyzing the data by describing the data. In this step, this research examining the data in dept to provide detail description of the setting, participants, and activities. In this step, this research described teachers' extrinsic motivation by indicators in teaching and learning process. (3) Classifying, it is a basically process of analyzing data in qualitative research. In this step, this research classified and analyzed the data by referring to the result of questionnaire and interview. (4) Interpreting, the last step is interpreting. In this step, this research interpreted the data to be described into general description about teachers' extrinsic motivation in teaching and learning process.

FINDING AND DISCUSSION

Finding

Based on the questionnaire and interview, the researcher found participant A school environment is one of factors that influence teachers' extrinsic motivation in teaching and learning process, participant A's extrinsic motivation was moderate and the participant B's extrinsic motivation was also moderate. Moreover, in stress vs. tolerance at workplace, participant A was happy and enjoyable. She felt that her teaching is effective in helping my students to learn English she was fully



satisfied with my profession as teacher. It means that the participant A's extrinsic motivation was strong, and the participant B's extrinsic motivation was also strong.

Furthermore, participant A said that beside school environment, tolerance at workplace, Of course, salary and other benefits are supportive. Salary is one of factors that influence teachers' extrinsic motivation in teaching and learning process. It can be seen that, the percentage of participant A was 100%, it means that the participant's extrinsic motivation was very strong. The percentage of participant B was also 100%, it means that the participant's extrinsic motivation was very strong. The last, role of professional ethics is one of factors that influence teachers' extrinsic motivation in teaching and learning process. it can be seen that, the percentage of participant A was 40%, it means that the participant's extrinsic motivation was weak. The percentage of participant B was also 80%, it means that the participant's extrinsic motivation was strong.

Discussion

Based the data analysis above, the researcher had interpretation that the pre-service English teacher of SMAN 4 Kota Solok used extrinsic motivation. According some experts on factors of extrinsic motivation, there are some several factors that we should know and these factors also had been described. In research that had been conducted by Bandura and Gulen (2005), their idea provide a variety of argument that could be used to analyzed the issues to be investigated and these arguments more complete and more compile than others. The argument would be stronger if it was supported by exciting theory. This was useful by researcher as foundation of the research. As well as to strengthen the researcher as a human instrument. In order the researcher had the skills to explore the complete research data.

According to (Gultekin & Acar, 2014) factors of teacher's extrinsic motivation are included school environment, stress vs. tolerance at workplace, financial incentives; good salary, regular pay, and allowances payments, and the role of professional ethics.so, all of factors that had explained by Bandura and Gulan are indicators of this research. Each factor of extrinsic motivation has some categories that could be used to measure teacher's extrinsic motivation. First, school environment, there are some categories in school environment.

Based on the data analysis, it can be concluded that, the participants' response, they were allowed to work independently, their school environment was condussive and it make them be comfortable. Second, based on the data analysis, it can be concluded that, the participants enjoy with their work, they were satisfied with their job, and they have good relationship with their manager and their students. Third, based on the data analysis, it can be concluded that, the participants were satisfied with their fringe benefits, they were satisfied with current salary, they had a job in which they could perform to the best their ability, and they would like to received more feedback about their teaching from their manager and supervisor. The last one, based on the data analysis, it can be concluded that, the participants would like rules and procedures at work to be clearer, the course material that they use offers variety in terms of activities and task, and they would like more involvement in the process of setting their students' learning goal. For all, after the researcher observed the result above, the researcher assumed that many English had teachers had extrinsic motivation in teaching and learning process. The researcher



agreed that being a teacher is one of the good careers, because teachers could built the new strong generation in the future. To sum up, teacher's extrinsic motivation in teaching and learning process especially English teacher at SMAN 2 Kota Solok was good, it could be seen on the participants' response towards the researcher's questionnaire and interviewed.

CONCLUSION

English teacher had different motivation in choosing teaching as a career. So, in this research, it can be concluded that teacher's extrinsic motivation: first, the participants' response, they were allowed to work independently, their school environment was conducive and it make them be comfortable. Second, the participants enjoy with their work, they were satisfied with their job, and they have good relationship with their manager and their students. Third, the participants were satisfied with their fringe benefits, they were satisfied with current salary, they had a job in which they could perform to the best their ability, and they would like to receive more feedback about their teaching from their manager and supervisor. Fourth, the participants would like rules and procedures at work to be clearer, the course material that they use offers variety in terms of activities and task, and they would like more involvement in the process of setting their students' learning goal.

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